

TRAINING ON LEARNING MEDIA DEVELOPMENT FOR MICROTEACHING: A CAPACITY-BUILDING PROGRAM FOR PGMI STUDENTS AT IAIN BONE

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ABSTRACT

Mastery of instructional media is an essential pedagogical competency that prospective teachers must possess to support effective learning. However, PGMI students often experience difficulties in selecting, designing, and utilizing instructional media that align with learning objectives and students' characteristics. Therefore, the PGMI Study Program of IAIN Bone organized a training program on instructional media as part of microteaching activities to enhance students' understanding and skills in developing and implementing learning media.

This community service activity employed an educative-participatory approach through lectures, demonstrations, guided practice, and reflection sessions. The participants were PGMI students who were undertaking or preparing for microteaching courses. The materials covered concepts of instructional media, types of media, their strengths and weaknesses, and procedures for developing effective learning media.

The results showed that students' understanding and skills in selecting and developing instructional media improved after the training. Participants were able to design more creative and relevant learning media to support microteaching activities. The program contributed positively to strengthening students' pedagogical competence and teaching readiness.

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INTRODUCTION

The Madrasah Ibtidaiyah Teacher Education (PGMI) Study Program plays a strategic role in preparing competent and professional prospective educators

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for the elementary education level, specifically madrasah ibtidaiyah (Shulhan & Does, 2023). As prospective teachers, PGMI students are required to master adequate pedagogical competencies before entering the actual world of education, including the ability to design and utilize effective learning media (Satriyawan, 2023). Learning media is a crucial component of the learning process, facilitating students' understanding of the subject matter and enhancing the quality of interaction between teachers and students. Mastery of learning media is an essential competency that must be possessed by Madrasah Ibtidaiyah Teacher Education (PGMI) students as prospective professional educators (Nurhaeni & Rahmadan, 2026).

In the teaching and learning process, learning media serves as a communication tool used by teachers to convey instructional materials to students (Karo-Karo & Rohani, 2018). The effective use of media and technology can assist teachers in delivering lesson materials more effectively and efficiently, as well as increasing students' interest and motivation (Rais et al., 2024). Microteaching is a teacher-training method designed to develop teaching skills, using real teaching situations to develop pedagogical content knowledge and student-teacher knowledge, and to help them master the art of teaching (Darmayenti et al., 2019). Aside from mastering the material and classroom management, preparing instructional materials is also highly necessary for a teacher. The choice of teaching media significantly influences the smoothness of the teaching and learning process; thus, providing learning media materials is considered crucial in microteaching training because the ability to select, design, and utilize learning media is one of the pedagogical competencies that prospective teachers must possess (Pratama, 2018).

Although prospective student teachers are generally familiar with various types of learning media, they still experience difficulties in selecting media that align with the characteristics of the material, learning objectives, and students' needs (Fitriani, Jatul, and Zahra, 2022; Zulfa, Masykuri, and Maridi, 2019). Furthermore, their ability to optimally design creative media remains relatively limited. Other studies also suggest that limited mastery of learning media poses a significant obstacle that may reduce the quality of microteaching (Juwita, Bulan, and Ningsih, 2026). This condition causes the media used in microteaching practices to be monotonous, centered on simple presentations,

and not yet capable of supporting interactive learning. Several studies have also found that a lack of experience, limited specialized training, and low technological skills are factors that influence students' ability to integrate learning media into their teaching practices (Wahyuningsih, Mustika, and Ningsih, 2022).

Research shows that learning media is an area for improvement in microteaching courses, with an average score of 75, which falls into the "good" category but still leaves room for development. In the context of the *Kurikulum Merdeka Belajar* (Independent Learning Curriculum), prospective educators are expected to innovate in implementing the curriculum, including selecting and using learning media that align with the characteristics of the material and the form of learning activities (Agus Maramba Meha & Bullu, 2021).

Based on this background, the PGMI Study Program at IAIN Bone organized a microteaching training activity equipped with learning media materials. This activity aims to enhance students' understanding and skills in selecting, designing, and implementing innovative learning media that suit the needs of elementary school students. The materials provided cover the concepts of learning media, various types of media, the advantages and disadvantages of each medium, and the appropriate steps for developing learning media. Through this activity, it is expected that PGMI students at IAIN Bone will demonstrate greater competence in using learning media, enabling them to conduct microteaching practices effectively and be prepared to face future educational challenges.

This community service activity is expected to positively impact the pedagogical competence of PGMI students at IAIN Bone, particularly in the use of learning media in microteaching practice. With adequate preparation, students are expected to become quality educators capable of dealing with the diverse characteristics of students in madrasah ibtidaiyah. This program is also aligned with efforts to improve the quality of elementary education by strengthening prospective teachers' competence during their university years.

METHOD

This community service activity employs an educational-participatory method that incorporates lecture presentations, demonstrations, guided practice, and reflection. This method was chosen to address the issues identified in the early stages, namely the limited understanding and skills of PGMI students in selecting, designing, and utilizing learning media effectively during microteaching

activities. Through this approach, participants not only gain a theoretical understanding of learning media but also receive hands-on experience in developing and implementing it in their teaching practice. The activity was conducted at the Madrasah Ibtidaiyah Teacher Education (PGMI) Study Program of IAIN Bone, primarily targeting students currently enrolled in or scheduled to participate in microteaching training.

RESULTS AND DISCUSSION

This community service activity, which involved providing learning media materials within the microteaching training for PGMI students at IAIN Bone, was successfully implemented according to the planned stages. The activity was attended by PGMI students who were preparing to take the microteaching course. The implementation encompassed lecture presentations, demonstrations of learning media use, guided practice, and discussion and reflection sessions. In the initial stage of the activity, participants' needs were identified through discussions and question-and-answer sessions (Arrosyad, Nugroho & Fhatri, 2024). The results indicated that while most students were familiar with various types of learning media, their understanding remained limited. Furthermore, students still encountered difficulties in determining the appropriate media that align with learning objectives, student characteristics, and the subject matter to be taught. This finding is consistent with various studies stating that prospective teachers often face limitations in effectively integrating learning media into their teaching practices.

During the material presentation stage, participants gained an understanding of learning media concepts, their functions and benefits in learning, the principles of media selection, and the steps for developing media that suit the characteristics of elementary school students. The material also emphasized the importance of using learning media to increase motivation to learn, clarify the delivery of material, and create more interactive learning experiences.



Figure 1. Delivery of Learning Materials

Subsequently, during the demonstration session, the facilitator demonstrated the use of various learning media, including both conventional and technology-based digital media. The media introduced included visual media, instructional videos, educational games, infographics, and interactive learning applications for use in microteaching activities. Through these demonstrations, participants gained a concrete overview of how to apply learning media in actual teaching situations.

The guided practice stage proved to be the most engaging part for the participants. Students were allowed to design learning media corresponding to the materials they would use in their microteaching practice. The results of the practice showed that participants were able to develop a wider and more creative range of learning media than before attending the briefing. Moreover, participants also began to consider the alignment of the media with learning objectives and the characteristics of elementary school students.



Figure 2. Media Creation Practice

During the microteaching training session, the students actively collaborated in groups to design and develop instructional media. Each group engaged in meaningful discussions, exchanged ideas, provided constructive feedback, and divided responsibilities according to individual roles to produce creative, innovative, and effective learning media aligned with the intended learning objectives. The collaborative atmosphere demonstrated the students' ability to communicate effectively, think critically, solve problems, and integrate diverse perspectives into a well-designed instructional product. This activity also served as an opportunity to strengthen their teamwork, creativity, and pedagogical skills, preparing them to become competent and professional future educators.



Figure 3. Learning Media

The instructional media developed by the students demonstrate their creativity, innovation, and ability to design engaging teaching materials appropriate to learners' characteristics. The various learning media they created, including three-dimensional models, pop-up media, interactive posters, and educational display boards, represent the outcomes of collaborative work and the practical application of instructional concepts acquired during the microteaching training. Each medium was carefully designed with the learning objectives, content clarity, and visual elements in mind to enhance students' interest and engagement. These products reflect the students' competence in integrating pedagogical knowledge with creativity to produce effective, innovative, and practical instructional media that can support teaching and learning in elementary schools and Islamic elementary schools (Madrasah Ibtidaiyah).



Figure 4. Activity Documentation

Based on observations during the activity, participants not only grasped the theoretical concepts of learning media but also designed and created them. Following the briefing, students began learning to select relevant media, compose appealing media designs, and explain the rationale behind using such media to support the achievement of learning objectives.

This activity demonstrates that providing instructional materials on learning media contributes significantly to determining students' readiness as prospective teachers. Learning media is a vital component in education as it helps teachers deliver material more effectively and enhances student engagement in the learning process. Therefore, mastery of learning media needs to be a primary focus in the implementation of microteaching training.

CONCLUSION

The instructional media training conducted as part of the microteaching program for students of the Primary School Teacher Education (PGMI) Program at IAIN Bone was successfully implemented and made a positive contribution to enhancing the students' pedagogical competence. The results indicated that, prior to the training, most students were already familiar with various types of instructional media; however, they still experienced difficulties in selecting, designing, and implementing media that aligned with learning objectives, students' characteristics, and the instructional content.

Through a series of activities consisting of lectures, demonstrations, guided practice, discussions, and reflective sessions, the students gained a more comprehensive understanding of the concepts, functions, types, and principles of instructional media development. Furthermore, they demonstrated the ability to develop instructional media that were more creative, diverse, and relevant to the learning needs of elementary schools and Islamic elementary schools (Madrasah Ibtidaiyah).

The implementation of this training confirms that the preparation of instructional media is an essential component of microteaching, as it enhances students' readiness to become professional teachers. Mastery of instructional media not only improves the effectiveness of content delivery but also facilitates the creation of more interactive, engaging, and student-centered learning experiences. Therefore, similar training programs should be implemented continuously as part of ongoing efforts to strengthen the competencies of future educators.

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